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ABSTRACT

The purpose of this document is to provide standards for the preservice professional preparation of teachers, to encourage inservice professional development, and to describe the necessary conditions for teaching and learning the social studies. These standards may be used as goals toward which the professional social studies teacher strives, as guidelines for the actions of colleges/universities, and as an aid to appropriate governing commissions, legislative bodies, school boards, and administrators so they may make sound decisions affecting social studies education. Arranged into four parts, the first section emphasizes the importance of a well-planned undergraduate program, careful screening of candidates for social studies teaching, and adequate preparation for professional study. Section 2 focuses on creating optimal conditions for teaching and learning. Topics include employment and assignment, class load and size, academic freedom, and support for professional improvement. Section 3 deals with inservice professional development through academic and professional study and participating in and contributing to the profession. The final section provides a checklist detailing the above standards for social studies teachers in the state of California. (LH)

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STANDARDS FOR SOCIAL STUDIES TEACHERS IN THE STATE OF CALIFORNIA

SP 015 234

California Council for the Social Studies

Standards for Social Studies Teachers in The State of California

The Professional Standards Committee of the California Council for the Social Studies was charged with preparing a policy statement, Standards for Social Studies Teachers in the State of California, at the September 11, 1982 meeting of its Board of Directors. The resulting document presented below provides guidelines for the professional education of social studies teachers in California's colleges and universities. It also is designed to assist school boards and school administrators in setting standards for the social studies teachers in their schools. Finally, it is designed for the social studies teacher as he or she continually tries to improve his/her teaching performance in this major educational field.

The committee solicited inputs from all local councils, members of the C.C.S.S. Board of Directors and other interested persons. Past statements from the National Council for the Social Studies were examined. Individual committee members also made many major recommendations in the process of producing this statement.

Members of the Professional Standards Committee producing this statement were June Chapin, Christopher Clark, Bill Hanna, Roger Heller, Lon Kellenberger, Jack Lowry, Bryan Moffet, and Haig Rushdoony.

I. Introduction

This statement on standards for California social studies teachers has the classroom teacher as its primary focus because teaching is the central and most important element in helping our children learn. The teacher is the key figure in this process of creating and sustaining an intellectual and emotional climate necessary for achieving effective social studies learning.

The purpose of this document is to provide standards for the pre-service professional preparation of teachers, to encourage in-service professional development and to describe necessary conditions for teaching and learning the social studies. These standards may be used as goals toward which the professional social studies teacher strives, and as guidelines for the actions of colleges/universities, appropriate governing commissions, legislative bodies, school boards and administrators so they may make sound decisions affecting social studies education.

II. Pre-service Professional Preparation

There should be a diversity and an open-endedness in academic and certification programs which leaves responsible institutions free to develop experimental programs in response to the rapidly changing requirements of

society, scholarship, and students. However, secondary and elementary teachers need a well-planned undergraduate program including adequate preparation in general studies, the social science disciplines, and professional education.

A. General Studies

General studies should provide a broad background in the humanities, mathematics, sciences, and arts as well as education in reading, writing, listening and speaking, and critical thinking skills.

B. The Social Sciences

Elementary Teachers. All elementary teachers should have a minimum of 24 semester units of social science classwork distributed in at least four of the social sciences. Course content should include basic information about areas commonly taught in California's schools as well as content to implement the recommendations of the current California social studies framework. Advanced coursework should be taken in one or more of the social sciences relevant to areas that will be taught. This coursework should support teaching about the self, people in home and school, people in groups, people in communities, California the United States, and diverse people of the world.

Secondary Teachers. Coursework in the social science disciplines should constitute at least 40 percent of the baccalaureate studies for secondary social studies teachers. Beyond the basic introduction to all of the social sciences, secondary teachers need advanced study in at least two of the social sciences commonly taught as reflected in the current state social studies framework including specialization with research experience in at least one. Coursework should support the teaching of world history and geography, the history and geography of the United States, civics, world cultures, and political, economic and social systems.

Both elementary and secondary teachers need academic study that emphasizes the integrative aspects of knowledge about human behavior. Study should emphasize and illustrate the connection of knowledge within and between academic disciplines. Knowledge of facts, concepts, and theories needs to be taught in university social studies courses in such a way as to develop students who can think critically, solve problems, and create knowledge. The study needs to include the research methods of the field of study and not just the product of inquiry. Academic study should: (1) promote a world view, (2) provide knowledge of other cultures and various groups of our population including women, and (3) develop sensitive and knowledgeable individuals who will be able to teach others how to gain and use information in these ways. Prospective teachers need to understand the meaning of culture in our society and the influence cultural values have on the expectations, beliefs, and behaviors of children, their parents, and others.

C. Screening Candidates for Social Studies Teaching

Personal Characteristics. In order to implement social studies goals and objectives, individuals selected must be bright, creative and inquistive. They must have shown dedication to children as well as acceptable vitality and vigor. They should be world minded and committed to democratic values. They need strong interpersonal skills, as well as personality traits that lead them to like, respect, and get along with a wide range of young people. They must be flexible and tolerant of diverse viewpoints, broadminded and objective while serving as a catalyst for investigation of controversial issues, and able to withstand the pressures of conflicting values within the classroom and community.

Skills. Prospective teachers must be proficient in their abilities to read, write, listen, speak and analyze ideas. The skill level in each case must be high enough for the individual to be able to masterfully model these skills in the process of helping students develop these skills. Further, the candidate should be able to demonstrate thinking at the application, analysis, synthesis, and evaluation levels, rather than simply at the lowest cognitive levels of recall and comprehension.

Quality Standards. Clearly adequate general intelligence, a strong record in any social studies sequences which will be used in later teaching, absence of defects fatal to good teaching, and strong professional competencies are needed. A cumulative grade point average of at least 2.50 needs to be required of all candidates. Future secondary teachers should have at least a 3.00 in their social science coursework.

Additional screening should occur at the time of admission to student teaching.

Evaluation of Teaching Effectiveness. The teacher candidate must have regular on-going evaluation of his/her teaching effectiveness. At the conclusion of student teaching, the candidate, if successful, should be recommended for certification.

D. Professional Study

Professional study should include content resulting in (1) understanding children and youth; (2) being aware of problems and opportunities associated with the social studies field; (3) gaining skills in social studies teaching; (4) successful experiences in teaching social studies. Professional studies should introduce the prospective teacher to the theory and practice of modern social studies education and should constitute 20-25 percent of the baccalaureate program or the equivalent number of units completed in the fifth year.

Pedagogy. Foundation coursework should include educational psychology and learning theory, foundations of education (philosophical, social, historical), teaching strategies including how to teach basic skills, computers, use of various instructional media and other resources, and testing and evaluation.

Social studies curriculum development is an important element of professional study. The future teacher must understand how to draw upon knowledges and understandings of the various social sciences and humanities to plan a comprehensive program of instruction. More importantly, the program must make prospective teachers fully aware that all four major components or goals of California's History-Social Sciences Framework, i.e., knowledge, skills, values, and social participation must be included.

Planning implies abilities to select and articulate goals, objectives, and assessment strategies so the teacher may select and adapt curriculum materials and media as needed. Knowledge of the range of materials available and understanding and applying appropriate criteria to judge the suitability of materials and media for specific instructional purposes are major components of this planning activity. Proficiency must be gained in using goals and objectives as standards for effective evaluation. Skills in evaluating values and skills as well as knowledges should be developed.

Effective social studies teaching strategies should be modeled and taught. A laboratory course in instructional techniques should ideally form the bridge between theory and practice. A variety of instructional models and techniques should be learned and practiced so that the teacher will be

able to adapt to changing situations and different instructional tasks. These instructional models and techniques must include models for facilitating students' developing (1) basic skills including reading, writing, listening, and speaking; (2) intellectual or critical thinking skills; (3) social participation skills; and (4) values as well as the social studies knowledges that usually are so heavily taught.

Prospective teachers should understand the development of the social studies movement, including its history and current trends in the field. They should become acquainted with issues, organization, and professional literature in the field and they should receive effective instruction concerning the professional responsibilities of social studies teachers.

Teaching Experience. The prospective teacher is expected to have guided teaching experience in more than one setting and level. To facilitate an awareness of cultural and socioeconomic differences, the teacher needs actual observational and teaching experiences in culturally diverse settings, as well as in economically and geographically (urban, rural, suburban) diverse settings. These experiences should serve as a base for ordering thinking about questions such as: what is the importance of the social, cultural, economic, ecological, and political context of the school and community for social studies teachers.

The cooperating teacher should (1) meet the standards set forth in this document, (2) have at least three years of successful teaching experience, and (3) be willing and eager to accept the professional responsibility of guiding the student teacher.

III. Conditions for Teaching and Learning

Teachers, however competent, cannot function to the best of their capabilities unless certain conditions are secured. It is imperative that a suitable educational climate be created and maintained for the teaching-learning experience to be effective.

A. Employment and Assignment

In a traditionally organized secondary school or departmentalized elementary level, social studies teachers should be employed or permitted to teach social studies only if they have completed a social science degree or equivalent and hold a teaching credential appropriate for the subject area and grade level to be taught. Elementary teachers with multifield responsibilities should have an interdisciplinary social science background.

A person employed to teach social studies needs to be primarily interested in and dedicated to the teaching of social studies. No one teaching any social studies class should be employed or assigned just to accommodate the special needs of other departments or facets of school programs.

The teacher should be prepared for the level assigned. The teacher should teach only in the area or areas for which he/she is prepared.

B. Class Load and Size

The secondary social studies teacher in a traditionally organized school should teach no more than five periods per day and have no more than two basic preparations. Teaching a course requiring an additional preparation should be done only on a strictly voluntary basis.

The elementary teacher should be responsible for no more than 30

students per class in schools that are traditionally graded and organized as self-contained classrooms. The secondary teacher should be responsible for no more than 150 students per day, exclusive of homeroom assignments.

The teacher should be given one period for preparation and one duty-free lunch period per day regardless of the grade level taught. In schools in which team teaching is used, all teachers in a particular team must be given the same period for preparation.

C. Academic Freedom

School administrations need to recognize the rights and responsibilities of social studies teachers to deal with controversial issues in ways which present all possible points of view.

Teachers and students need to be able to utilize published materials, journals and other media, and resource persons that they deem necessary. The school library should subscribe to a broad spectrum of publications describing our world as it is today and provide students opportunities to get acquainted with them. The teacher should teach in a school situation which encourages students to learn in the community and society at large, that is outside as well as inside the school building.

The school administration needs to publish guidelines and a clear policy statement regarding the rights and responsibilities of social studies teachers to deal with controversial issues. The school administration should make every effort to enlighten the public and various governmental agencies and bodies about the importance of this policy and resist any pressure to suppress academic freedom.

D. Support for Professional Improvement

The teacher has the right to expect support and encouragement from district and school administrations in his/her professional growth efforts. This support should be shown in such ways as funded in-service programs, well supplied professional libraries, paid leaves, travel expenses for professional meetings and workshops, reimbursement for educational costs, and sabbatical leaves for professional growth.

The teacher has the responsibility to refuse assignments and employment both in and out of school that are detrimental to his/her teaching performance and self-improvement.

IV. In-Service Professional Development

Persons who continue to teach social studies should exhibit a systematic and continuous career-long pattern of professional development. Teachers are expected to be acquainted with issues, organizations, and professional literature in the social studies field.

A. Academic and Professional Study

Teachers need to show interest and development in the social studies field as a whole by reading professional journals and books. Regular study in the individual's subject matter fields helps insure continuing professional progress. Keeping up to date with the most recent teaching strategies and materials also is necessary. Beyond this, it is crucial for social studies teachers to continue to grow, to expand their intellectual horizons, to be life-long learners. Only through personal intellectual stimulation is it possible to continue to challenge and teach students effectively.

Many professionals may desire to continue their professional growth by working on advanced degrees. Work on the advanced degree should extend the knowledge and experiences begun in the pre-service preparation program. Pedagogical development should include more in-depth work in methods, ways of teaching diverse student populations, advanced work in curriculum development, teaching reading and other skills and teaching exceptional students.

B. Participating in and Contributing to the Profession

Teaching practices of professionals should include implementing new ideas in pedagogy and the subject matter being taught. These ideas should be assessed, developed, tested, and revised in instructional meetings. Said innovative activity should then be shared with others in the profession in an appropriate manner.

Social studies teachers should actively participate in and support professional organizations because they are a primary source of information for all of us on the state of profession, on professional issues being debated, and on statements of policy that affect the professional issues of the moment.

Teachers of social studies should join and participate in the activities of the local, state, and national councils for the social studies as well as in other appropriate professional organizations and learned societies.

As members of the California Council for the Social Studies and the local council, teachers need to encourage these councils to engage in activities that will:

Improve the necessary basic conditions for teaching and learning social studies

Assess and revise existing local social studies curricula and programs

Initiate, execute, and evaluate social studies experimental programs at the local level

Discuss and evaluate research findings and new developments in social studies education

Evaluate and recommend commercially produced instructional social studies materials

Recommend and supervise the production of materials at the local level to supplement or replace inadequate commercially produced instructional materials

Educate the public in new social studies programs

Foster cooperative relations with universities offering pre-service programs in social studies education.

V. Conclusion

The profession must apply these ideas in the selction, training, and retention of social studies teachers. In order to meet the challenges of education, the most talented and vigorous persons must be recruited and retained in the field. Their preparation must be broad and deep, both in subject matter fields and pedagogical knowledges and skills. They must be

trained to apply these knowledges and skills in teaching.

If these standards are maintained and strengthened, social studies teaching can become more and more effective in our schools. To do so the best must be chosen; they must be prepared according to high standards; and they must be held accountable for the energetic and creative growth of the social studies teaching profession.

CHECKLIST

STANDARDS FOR SOCIAL STUDIES TEACHERS IN THE STATE OF CALIFORNIA

I. Pre-Service Professional Preparation

	Yes	No	N/A
A. General Studies			
Provides a broad background in the humanities, mathematics, sciences, and arts.	___	___	___
Prepares candidates in the skills of reading, writing, listening, speaking, and critical thinking.	___	___	___
B. The Social Sciences			
Elementary Teachers			
Have a minimum of 24 semester units in at least four social science fields.	___	___	___
Have been instructed in commonly taught elementary social studies areas as well as the state social studies framework.	___	___	___
Secondary Teachers			
Have completed at least fifty semester units of study in the social sciences distributed over the social science fields.	___	___	___
Have completed advanced study in at least two social science areas and specialization and research in at least one.	___	___	___
Have completed coursework synchronized with the state social studies framework and pertinent to secondary social studies teaching areas.	___	___	___
Elementary and Secondary Teachers			
Have experienced the interdisciplinary approach in their social science instruction.	___	___	___
Have learned how to inquire and think in their social science fields.	___	___	___
Have developed a world view and sensitivity to others.	___	___	___

	Yes	No	N/A
Understand the meaning of culture	___	___	___
C. Screening Candidates			
Selects those having the superior personal characteristics described in this document.	___	___	___
Picks those having proficiency in reading, writing, listening, speaking, and thinking skills.	___	___	___
Selects candidates having a grade point average of at least 2.50 overall. Secondary condidates must have at least a 3.0 in social science classwork. All candidates exhibit good general intelligence.	___	___	___
Provides student teachers with regular ongoing evaluation of their teaching effectiveness.	___	___	___
D. Professional Study			
Constitutes 20-25 percent of the baccalaureate program or the equivalent number of units taken during the fifth year.	___	___	___
Includes instruction in the theory and practice of modern social studies education.	___	___	___
Incorporates coursework in educational psychology, learning theory, foundations of education, uses of instructional media including computers, and testing and evaluation.	___	___	___
Emphasizes curriculum development including the implementation of the current social studies framework.	___	___	___
Provides field work in insturctional techniques to bridge the gap between theory and practice.	___	___	___
Develops instruction in values and skills.	___	___	___
Makes prospective teachers aware of their professional responsibilities.	___	___	___
Includes awareness of current literature in the field and the history of, trends in and problems of social studies education.	___	___	___
Provides student teaching in more than one situation and includes a culturally different experience as well as experiences in economically and geographically diverse areas.	___	___	___
Insures that master teacher qualifications meet the standards set in this document.	___	___	___

	Yes	No	N/A
II. Conditions for Teaching and Learning			
A. Employment and Assignment			
Provides that teachers have been adequately prepared as specified above.	___	___	___
B. Class Load and Size			
Insures that secondary teachers teach no more than 150 students in no more than five teaching periods.	___	___	___
Insure that elementary teachers in self-contained classrooms have no more than thirty students.	___	___	___
Provides one period or its equivalent of preparation time for each social studies teacher.	___	___	___
C. Academic Freedom			
Protects the teachers' academic freedom.	___	___	___
D. Support for Professional Improvement			
Encourages and supports teachers in their professional growth efforts.	___	___	___
III. In-Service Professional Development			
Teachers will:			
Exhibit interest in and pursue academic and professional study for their professional improvement.	___	___	___
Implement new ideas and communicate findings to colleagues and others.	___	___	___
Participate in and support the activities of professional social studies organizations.	___	___	___